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ABSTRACT

The assessment guide is divided into four major parts: administration, personnel, school and community relations, and curriculum. Each part includes two or more components or elements dealing with various aspects of career education program development. Each of the components has a set of criteria statements, and space provided for comments and a numerical rating. When the numeric value assigned to each component is transferred to a profile sheet at the end of the guide, a general overview of the school district's career education program, showing areas of strength and weakness is provided. The first three parts of the guide reflect criteria common to all levels of career education. The fourth part, curriculum, varies in emphasis for each level and contains separate sections and criteria for awareness (K-6), exploration (7-10), and preparation (11-12). The guide also includes suggestions for utilization and a 13-item glossary. In addition, a guide sheet with information providing further clarification appears at the beginning of each section. (Au'nor/MS)

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THE CAREER EDUCATION ASSESSMENT GUIDE

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U.S. DEPARTMENT OF HEALTH,
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ORGANIZATIONAL STRUCTURE
OF THE
ASSESSMENT GUIDE

The assessment guide is divided into four major parts, including Administration (Part I), Personnel (Part II), School and Community Relations (Part III), and Curriculum (Part IV). Each part includes two or more components or elements dealing with the various aspects of career education program development.

The first three parts reflect criteria common to all levels of career education, including Awareness, Exploration, and Preparation. The fourth part, Curriculum, varies in emphasis for each level, thus necessitating the development of separate criteria. This difference is reflected in the assessment guide by three separate curriculum sections; buff for Awareness (K-6), pink for Exploration (7-10), and blue for Preparation (11-12). The result of this organization is to facilitate assessment for any or all of the career education developmental components by utilizing one common instrument. In so doing, a single or multiple program profile can be charted to portray those needs specific to the Awareness, Exploration, and/or Preparation components, or to the overall district.

Each of the components has a set of criteria statements and space provided for comments. The numeric value assigned to each component is then transferred to the profile sheets located at the end of the assessment guide.

The profile sheet(s) will provide the district with a general overview of its Career Education program. The result of this overview will be to show the areas of strength and those that require additional support.

SUGGESTED UTILIZATION

Instructions:

The instrument provides for an assessment of essential components for a model Career Education program. When using the instrument the team members should determine the degree to which the elements are present. When marking the answer, circle the appropriate number; 3 indicating no additional support needed, 2 indicating some additional support needed, 1 indicating a large amount of additional support needed, and 0 indicating need is critical for additional support. IF AN ELEMENT DOESN'T EXIST, THE NEED IS CRITICAL AND SHOULD BE MARKED 0 (ZERO). All criteria should be rated, except those noted in the Guide Sheet preceding each part.

Following each element or criterion, there is space provided to write suggestions for improvement and/or identifying exemplary practices, or questions that need to be asked. This section is especially important if the outside team differs markedly from the inside team on a given point. In addition these observations should be included in the final report given the school district at the end of the assessment.

Preparing the Profile Sheets. Total the circled numbers for each element. Divide the total by the number of assessment criteria in that element to obtain the average for that element. Plot this average value on the profile sheet. By following this procedure for each element of each major part, the profile of the total district career education program will result. Using the same procedure, any single component or combination of components for buildings can be profiled.

The profile sheet(s), along with the interim and final reports, should be utilized in helping the district and individual schools set priorities for immediate and future program planning.

Caution. When using the Administration, Personnel, and School and Community Relations parts of the assessment guide, it is imperative that the criteria be applied to the educational level being assessed, not just the overall program. FAILURE TO DO SO WILL PRESENT A DISTORTED PROFILE. The following examples serve to illustrate this point:

Example:

In determining the degree of administrative commitments to the career education program, the central administration may be fully committed, but not the building administration.

Example:

The elementary grades staff may be well-trained to conduct career awareness activities, yet the general high school staff may be completely unfamiliar with basic career education concepts.

GLOSSARY OF TERMS

Advisory Committee:	A group, usually from outside the field of education with current and substantial knowledge of jobs and occupations, selected to provide advice on technical matters for various career education programs.
Assessment:	A survey of the present condition of the total career education program.
Career development task:	Sequential steps necessary to insure each student orderly progress toward a career goal. (Examples of career development tasks: (a) developing a positive concept, (b) understanding the decision-making process, (c) acquiring knowledge and skills in occupations and work settings.)
Career guidance:	That process which affords each student the opportunity to complete his career development tasks.
Community resources, facilities, equipment:	Those human and physical assets within the community that provide assistance to the school in carrying out their educational programs.
Evaluation:	A process within the system that measures whether the predetermined objectives of the career education programs are being met.
Individualized instruction:	A delivery system that allows each student to acquire knowledge, skills and abilities in keeping with predetermined objectives without regard to a timeline.
Interdisciplinary:	Activities which involve two or more disciplines that show the relationship and application of common competencies.
Key occupations:	Occupations that are representative of the community or segments of the labor force in respect to numbers employed and required competencies.
Long-range plan:	The career education developmental plan that is required by State law to be filed with the State Department of Education. It must have been approved by the district school board prior to submittal to this agency.

Glossary - Continued

Staff competencies:

Knowledge, abilities, attitudes, and skills needed by the staff to operate a quality career education program.

Student outcomes:

upil performance in terms of predetermined objectives.

Work experience:

Activities of a student learner in a work environment that are supervised jointly by the school and the cooperating training agency.

ADMINISTRATION

Guide Sheet

- The criteria appears in the order of district to school level.
- Anything that is denoted by () are indicators of key items we are focusing upon.
- Advisory personnel #3 in FINANCING section refers to more than just advisory committees.
- FINANCING #8 refers to Exploration and Preparation only. When assessing Awareness program, delete #8 from the average.

Part I
ADMINISTRATION

Administrative commitment and leadership are essential to the development and continued operation of a quality career education program.

ELEMENT	ASSESSMENT	COMMENT
STRUCTURE AND PROCESS A. Administrators should be aware of the unique elements of career education programs. The utilization of these elements is dependent upon effective communication, leadership, planning, implementation, and evaluation among and by the administrators, teachers, community and State Department of Education.		
<u>Assessment Criteria</u> 1. The board and administrators have <u>endorsed</u> in writing the career education program at the educational levels being assessed. (Awareness, Exploration, Preparation)	3 2 1 0	
2. Decision makers utilize advice and recommendations of advisory committees.	3 2 1 0	
3. Decision makers utilize the long-range plan when determining the <u>priorities</u> necessary for developing the career education programs.	3 2 1 0	
4. Decision makers utilize the long-range plan as a basis to <u>finance</u> the career education program.	3 2 1 0	

ELEMENT	ASSESSMENT	COMMENT
5. Administrative structure and process allows all staff to provide input when decisions must be made regarding the career education programs.	3 2 1 0	
6. A person at the district level has been identified and given the responsibility to coordinate the career education program. (Assessing, Planning, Implementing)	3 2 1 0	
7. The district career education coordinator has the level of authority defined in a written document.	3 2 1 0	
8. Staff competencies for implementing career education into the total curriculum have been identified in writing.	3 2 1 0	
9. State Department of Education guidelines for recommended student-teacher ratios are taken into consideration when developing staffing patterns.	3 2 1 0	
10. A person at each school in the district has been given the responsibility for coordinating the career education program.	3 2 1 0	
11. The building coordinator at each school has been provided duty-free time to carry out assigned responsibilities.	3 2 1 0	
Comprehensive Assessment for STRUCTURE AND PROCESS	Total Value — Avg. Value —	

ELEMENT	ASSESSMENT	COMMENT
PLANNING		
B. Planning is the process that allows career education programs to be implemented, upgraded, and properly maintained. It is an active effort to determine needs, set goals, identify resources, and establish implementation procedures to meet the needs of the students, staff and community.		
<u>Assessment Criteria</u>		
1. The district has <u>developed</u> a long-range plan for career education.	3 2 1 0	
2. The district board had adopted the long-range plan for career education.	3 2 1 0	
3. Timelines are evident for projected accomplishments.	3 2 1 0	
4. The district long-range plan is <u>revised</u> annually.	3 2 1 0	
5. Objectives of the district are identified within the long-range plan.	3 2 1 0	
6. The foregoing objectives of the district reflect the needs of the students, school and community.	3 2 1 0	
7. Each school has developed a plan for career education, supporting the district long-range plan.	3 2 1 0	
8. Each school in the district has developed written guidelines for <u>implementing</u> its long-range plan.	3 2 1 0	

ELEMENT	ASSESSMENT	COMMENT
9. The school long-range plan is <u>revised</u> annually.	3 2 1 0	
10. Joint planning occurs among all levels of career education.	3 2 i 0	
Comprehensive Assessment for PLANNING	Total Value — Avg. Value —	

ELEMENT	ASSESSMENT	COMMENT
FINANCING		
C. Financial resources are required to carry out a quality career education program consistent with the school's philosophy and objectives.		
<u>Assessment Criteria</u>		
1. The operating budget supports the needs and priorities outlined in the district's long-range plan.	3 2 1 0	
2. The instructional staff assists the administration in the process of developing the career education budget.	3 2 1 0	
3. Advisory personnel are consulted in the process of developing the career education budget.	3 2 1 0	
4. Personnel, facilities, supplies, equipment, and supporting services are budgeted to carry out the career education objectives.	3 2 1 0	
5. Provisions for extended contracts exist where needed.	3 2 1 0	
6. Resources are budgeted for staff <u>in-service</u> .	3 2 1 0	
7. Resources are budgeted for <u>curriculum development</u> .	3 2 1 0	
8. Resources are budgeted for <u>transporting</u> students to on-site work experience locations. (Exploration and Preparation)	3 2 1 0	

ELEMENT	ASSESSMENT	COMMENT
9. The student is covered by adequate insurance while participating in work experiences relating to career education.	3 2 1 0	
Comprehensive Assessment for FINANCING	Total Value — Avg. Value —	

ELEMENT	ASSESSMENT	COMMENT
FACILITIES AND EQUIPMENT D. Many career education activities can be conducted without specialized facilities and/or equipment. But where they are needed, their availability is of the utmost importance. As students become more aware of their interests and aptitudes in relation to potential careers, facilities, equipment and other related resources become essential to enhancing their growth.		
<u>Assessment Criteria</u>		
1. Facilities and equipment necessary to implement career education programs have been <u>identified</u>.	3 2 1 0	
2. Existing facilities and equipment are <u>adequate</u> to carry out instructional objectives.	3 2 1 0	
3. Available facilities and equipment are being <u>utilized</u> to their potential.	3 2 1 0	
4. Additional facilities and equipment necessary to implement the planned career education programs have been <u>budgeted</u>.	3 2 1 0	
5. Facilities and equipment available for "hands-on" experiences reflect the world of work.	3 2 1 0	

ELEMENT	ASSESSMENT	COMMENT
6. Advisory personnel are available for consulting on the selection of facilities and equipment.	3 2 1 0	
Comprehensive Assessment for FACILITIES AND EQUIPMENT	Total Value — Avg. Value —	

ELEMENT	ASSESSMENT	COMMENT
Evaluation E. A career education program should have a definite plan for evaluation. Evaluation should determine how well the program is meeting the needs of the individual student, the community and the world of work. <u>Assessment Criteria</u>		
1. There are written provisions for outside assessment and evaluation. 2. The students, staff and advisory members are involved in the evaluative process. 3. Instruments for evaluation are being utilized. 4. A written plan to evaluate the career education programs has been developed. 5. Evidence exists that the evaluation results are being <u>utilized</u> for improving the career education programs. 6. A written plan <u>exists</u> to assess the career education competencies of teachers. 7. The plan to assess the career education competencies of teachers has been implemented.	3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0	
Comprehensive Assessment for EVALUATION	Total Value -- Avg. Value --	

PERSONNEL

Guide Sheet

Qualifications

- Teacher competencies #2 for Awareness and Exploration are found in the respective guidelines.
- Program level, #4, refers to the grade level, age of student, or subject being taught by teacher.

Development

- Release time #10 and #11 are defined as time provided during the working school day to carry out Career Education.

Part II
PERSONNEL

The key element to a dynamic ongoing educational program is the staff.

ELEMENT	ASSESEMENT	COMMENT
QUALIFICATIONS A. The knowledge, ability and skill of the school's staff directly affect the quality of the educational program.		
<u>Assessment Criteria</u>		
1. Staff members are certificated for their area of responsibility.	3 2 1 0	
2. Staff members demonstrate identified teacher competencies in career education programs.	3 2 1 0	
3. Staff members demonstrate individualized methods of instruction.	3 2 1 0	
4. Staff members have identified student outcomes for their program level.	3 2 1 0	
5. Staff members have integrated career education into their instructional program.	3 2 1 0	
6. Staff members have been trained in basic guidance skills.	3 2 1 0	
Comprehensive Assessment of QUALIFICATIONS	Total Value — Avg. Value —	

ELEMENT	ASSESSMENT	COMMENT
DEVELOPMENT		
B. The developmental process requires that definite provisions be made to allow the staff to maintain pace with changes in society and assume the responsibility for professional growth. <u>Assessment Criteria</u>		
1. Professional development needs have been identified.	3 2 1 0	
2. Written guidelines exist for the professional development of the staff.	3 2 1 0	
3. An ongoing program has been established to enhance the competencies of the career education staff.	3 2 1 0	
4. Provision of time and finances has been made for the staff to attend conferences sponsored by state and professional organizations.	3 2 1 0	
5. Provisions have been made for consultant help in the professional development process.	3 2 1 0	
6. Each teacher, new to the building, is given orientation including review of school career goals, objectives and available resources.	3 2 1 0	
7. Staff are included in the planning and implementation of staff development activities.	3 2 1 0	
8. The staff is afforded the opportunity for inservice training in career education.	3 2 1 0	

ELEMENT	ASSESSMENT	COMMENT
9. The staff is provided the opportunity to improve their guidance skills through continuing in-service programs.	3 2 1 0	
10. Release time is <u>provided</u> the staff for planning and upgrading career education programs.	3 2 1 0	
11. Release time is utilized by the staff for planning and upgrading career education programs.	3 2 1 0	
Comprehensive Assessment of DEVELOPMENT	Total Value — Avg. Value —	

SCHOOL AND COMMUNITY RELATIONS

Guide Sheet

- Advisory committees for elementary schools may be:

District Career Education Committee, P.T.A., Advisory Committee, Staff Advisory Committee,
or District Curriculum Committee.

It is not intended that a district provide a separate committee for Career Awareness but should utilize existing groups.

- Awareness program should not be assessed in #8 - #9.

- The chairperson, #10, should be an individual from the community.

Part III
SCHOOL AND COMMUNITY RELATIONS

Community resources should be utilized in providing direction for career education; also, serving as liaison between school and community.

ELEMENT	ASSESSMENT	COMMENT
ADVISORY COMMITTEE		
A. Career education programs should reflect the needs of the occupational world and the community. Advisory committees can assist in planning and keeping programs current with the requirements of the world of work.		
<u>Assessment Criteria</u>		
1. An overall district career education advisory council is functioning.	3 2 1 0	
2. Advisory groups/committees are functioning for each educational level and specialized occupational area. (11-12)	3 2 1 0	
3. Coordination exists among the advisory committees.	3 2 1 0	
4. Staff have been <u>assigned</u> to work with each advisory committee.	3 2 1 0	
5. Assigned staff regularly <u>attend</u> advisory committee meetings.	3 2 1 0	
6. Duties and responsibilities of advisory committees are <u>outlined</u> in writing.	3 2 1 0	

ELEMENT	ASSESSMENT	COMMENT
7. Duties and responsibilities of advisory committees as outlined are <u>being followed</u> .	3 2 1 0	
8. Broad community representation exists on advisory groups. (For preparation level only.)	3 2 1 0	
9. Personnel from key occupations are represented on the advisory groups. (For exploration and preparation levels.)	3 2 1 0	
10. The chairperson and responsible school individuals jointly plan the advisory group meetings.	3 2 1 0	
11. The responsibilities, tasks and objectives of the advisory groups have been developed jointly by school personnel and committee members.	3 2 1 0	
12. The advisory groups have developed long-range plans of action.	3 2 1 0	
13. Advisory group recommendations are considered, evaluated and reported.	3 2 1 0	
Comprehensive Assessment of ADVISORY COMMITTEE	Total Value — Avg. Value —	

ELEMENT	ASSESSMENT	COMMENT
RESOURCES		
B. By direct contact with people who are representative of the community, students can gain realistic impressions of careers for further investigation.		
<u>Assessment Criteria</u>		
1. The community is actively involved in the career education program.	3 2 1 0	
2. Community resource people are utilized in classroom presentations.	3 2 1 0	
3. All spectrum of careers in the community and state are presented.	3 2 1 0	
4. On-site resource people are utilized for small group visitation.	3 2 1 0	
5. Individual on-site explorations of various lengths are utilized.	3 2 1 0	
Comprehensive Assessment of RESOURCES	Total Value — Avg. Value —	

ELEMENT	ASSESSMENT	COMMENT
COMMUNICATIONS C. The career education program needs to provide for communication with the community it serves. <u>Assessment Criteria</u>		
1. There is a functioning public relations program utilizing a variety of methods and materials.	3 2 1 0	
2. The community is invited to visit the school facilities on special occasions; e.g., a special "Careers Day" program.	3 2 1 0	
3. The community is encouraged to utilize the educational facilities.	3 2 1 0	
4. Provisions are made to express appreciation to the community for its continued support.	3 2 1 0	
Comprehensive Assessment of COMMUNICATIONS	Total Value — Avg. Value —	

CURRICULUM-AWARENESS

Guide Sheet

- When a question arises concerning the accuracy of an assessment criteria, refer to the broad definition of the element. Example:
6. All classroom teachers provide career guidance services to students as part of their instructional program.
- Referring to the board definition would provide the measurement. Teachers should be assisting students in becoming aware of a broad variety of careers. Also, students should be actively involved in making choices and developing wholesome attitudes regarding the worth and function of work in our society.
- Refer to the working paper on Career Awareness Guidelines for a clearer understanding of some of the assessment criteria. Example: Element Instructional Process.
- 6.* Student outcomes have been identified and are being used to improve the total educational effort.
- The student outcome section of the Awareness Guidelines would provide minimal expected outcomes. A district may adopt these as a beginning for development of their own student outcomes.
- Assessment Criteria in this section have been marked with an asterisk if a definition has been provided in the attached glossary of terms.
- Training stations, under the element student, refer to those places where students learn about job tasks. Example: Some students are provided an opportunity to answer the phone for the school secretary.
- assess questions 4, 5, and 6 one would ask: Is there a plan or approach utilized to train all students in the skill of answering phones and taking messages? Are students provided to utilize their skill at the training station? (In this example, the office). And, is the student provided supervision as well as an opportunity to discuss work experience concepts. This is only one example of many training stations that could provide work experience within the elementary school.

Part IV
CURRICULUM-AWARENESS

The K-6 curriculum must be sufficiently broad to provide career and self-understanding experiences for all students in relationship to their interest and abilities.

ELEMENT	ASSESSMENT	COMMENT
CAREER GUIDANCE		
A. The career guidance services at the awareness level assists students in becoming aware of a broad variety of careers. The specific function of guidance is to actively involve students in how to make choices. Stress is given to the development of wholesome attitudes regarding the worth and function of work in our society.		
<u>Assessment Criteria</u>		
1. The district has a written elementary guidance program.	3 2 1 0	
2. The school board has adopted the elementary guidance program.	3 2 1 0	
3. Guidance services are available to assist each student in assessing personal interests, aptitudes, and abilities in making tentative career alternatives.	3 2 1 0	
4. There is a planned approach between the guidance and counseling staff and teachers in the study of occupations.	3 2 1 0	
5. An effective recording system is used to monitor the progress of each student.	3 2 1 0	

ELEMENT	ASSESSMENT	COMMENT
6. All classroom teachers provide career guidance services to students as part of their instructional program.	3 2 1 0	
Comprehensive Assessment of CAREER GUIDANCE	Total Value — Avg. Value —	

ELEMENT	ASSESSMENT	COMMENT
DESIGN		
B. All instructional programs have a direct relationship to career education. The curriculum design, therefore, should have procedures outlined to allow students to participate in school and community learning activities.		
<u>Assessment Criteria</u>		
1. The district awareness program has a written philosophy.	3 2 1 0	
2. The district awareness program has a written curriculum plan with measurable student outcomes.	3 2 1 0	
3. A district policy and written guidelines for utilization of the work environment as a part of the instructional process has been developed.	3 2 1 0	
4. Time is provided teachers for planning and upgrading the career awareness programs.	3 2 1 0	
Comprehensive Assessment of DESIGN	Total Value — Avg. Value —	

ELEMENT	ASSESSMENT	COMMENT
INSTRUCTIONAL PROCESS		
C. All instructional programs can provide concepts which will assist students in becoming more aware of careers. These concepts should be introduced at the appropriate time and place in the respective course of study.		
<u>Assessment Criteria</u>		
1. Community resources are being utilized in instruction.	3 2 1 0	
2. District curriculum guides are utilized as a basis for program articulation.	3 2 1 0	
3.* Specific areas within the curriculum have been identified as those that could be taught successfully, using an <u>interdisciplinary approach</u> .	3 2 1 0	
4. The school administration and teaching staff utilize the interdisciplinary approach within the school.	3 2 1 0	
5. There are a variety of learning experiences for any given concept.	3 2 1 0	
6.* Student outcomes have been identified and are being used to improve the total educational effort.	3 2 1 0	
Comprehensive Assessment of INSTRUCTIONAL PROCESS	Total Value Avg. Value	

ELEMENT	ASSESSMENT	COMMENT
STUDENT D. During the active process of becoming aware of careers, it is essential that all students be encouraged to learn more about themselves and what might be their career role in life. A comprehensive instructional program will provide classroom and on-site experiences.		
<u>Assessment Criteria</u>		
1. Experiences are provided that represent a cross-section of the world of work.	3 2 1 0	
2. Students are allowed to observe workers and work processes.	3 2 1 0	
3. Students are provided the opportunity to identify their aptitudes and interests in relation to work.	3 2 1 0	
4. Students are provided the opportunity to express their self-awareness as it relates to <u>career development</u> or occupational interest.	3 2 1 0	
5. Training plans are drawn up for each training station utilized to introduce the work experience concept.	3 2 1 0	
6. Training stations are utilized in relationship to the instructional program.	3 2 1 0	
7.* Adequate coordination and supervision are provided for work experiences.	3 2 1 0	

ELEMENT	ASSESSMENT	COMMENT
8. Students are encouraged to select tentative broad career areas, and to explore those areas most appropriate to their interests, abilities and aptitudes for articulation with exploratory programs.	3 2 1 0	
Comprehensive Assessment of STUDENT	Total Value — Avg. Value —	

CURRICULUM - EXPLORATION

Guide Sheet

The career exploration curriculum section provides a comparison with the Oregon comprehensive career exploration model as detailed in the State published Career Exploration Guidelines. Most matters of concern can be cleared up by consulting the Guide. Additionally, the most commonly used terms are defined in the Assessment Guide's glossary, p. 3. If differences arise concerning specific terminology found in the Assessment Guide, the assessment team should determine by consensus the definitions to be used by the group. This applies to both the inside and outside assessment teams.

Part IV
CURRICULUM - EXPLORATION

(7-10)

The grade 7-10 curriculum must be sufficiently broad enough to provide exploratory experiences for all students. Students must receive meaningful experiences in keeping with their interests and aptitudes at each grade level.

ELEMENT	ASSESSMENT	COMMENT
CAREER GUIDANCE		
A. At no stage of career development is the guidance function more needed. Students need assistance in understanding themselves and the career selection process as they make tentative occupational decisions.		
<u>Assessment Criteria</u>		
1. A written long-range guidance plan exists for the exploration level.	3 2 1 0	
2. The long-range guidance plan has school board approval.	3 2 1 0	
3. Experiences are provided for all students to discover and understand their occupational interest and aptitudes.	3 2 1 0	
4. Instruction is given in the career selection process.	3 2 1 0	
5. Opportunity is provided the students to apply the career selection process.	3 2 1 0	

ELEMENT	ASSESSMENT	CONTENT
6. Teachers and counseling staff assist all students in planning their occupational preparation program.	3 2 1 0	
7. Guidance and counseling personnel are free to assist all students with their developmental tasks.	3 2 1 0	
8. Personal folders are utilized to monitor the progress of each student's career development.	3 2 1 0	
9. Records of the students' personal folders are utilized in helping students in career exploration.	3 2 1 0	
Comprehensive Assessment of GUIDANCE AND COUNSELING	Total Value — Avg. Value —	

ELEMENT	ASSESSMENT	COMMENT
DESIGN B. In order to provide a comprehensive career exploration program, a variety of experiences must be available to students. Those that have been determined as essential are listed below. <u>Assessment Criteria</u> - Experiences are available to all students that provide a basic knowledge of economic principles as they affect work and living. - Orientation and exploration of the clustering process and available clusters is part of the instructional process. - There is a program to foster self-understanding of occupational interests and aptitudes. - Provision is made for on-site exploration experiences. - Each instructional area has a written course of study with measurable expected student competencies which reflect career development. - There is adequate supervision provided for the students while on work experiences.	3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0	

ELEMENT	ASSESSMENT	CONSENT
7. The district has a planned curriculum, wherein the 7-10 exploratory program supports the K-6 awareness program, and leads into the 11-12 career education program.	3 2 1 0	
Comprehensive Assessment of DESIGN	Total Value — Avg. Value —	✓

ELEMENT	ASSESSMENT	COMMENT
INSTRUCTIONAL PROCESS C. All instructional programs have direct relationship to career exploration. Some by nature of their subject matter conduct more explorations than others, but all must be involved to varying degrees.		
<u>Assessment Criteria</u>		
1. Instruction in why and where people work is an integral part of the instructional program.	3 2 1 0	
2. Instruction in self-understanding is found within the curricular offerings.	3 2 1 0	
3. Instruction is given to help students relate occupations to involvement with data, people, and things.	3 2 1 0	
4. The career selection process is a part of the instructional program.	3 2 1 0	
5. Cluster orientation and exploration instruction is conducted through the following subject areas:		
- Industrial Arts - Home Economics - Business Education - Social Studies - Science/Health - Agriculture	3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0	

ELEMENT	ASSESSMENT	COMMENT
6. On-site observations and/or exploratory work experience/placement is conducted through the following subject areas: - Industrial Arts - Home Economics - Business Education - Social Studies - Science/Health - Agriculture	3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0	
7. Classroom concepts are related to occupational application through the following subject matter areas: - Mathematics - Language Arts - Art - Music - Physical Education - Science - Other	3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0	
8. Provision is made for students to have on-site work observation/exploration experiences.	3 2 1 0	
9. Community resources are being utilized in classroom instruction.	3 2 1 0	

ELEMENT	ASSESSMENT	COMMENT
10. There are a variety of learning experiences for any given concept.	3 2 1 0	
Comprehensive Assessment of INSTRUCTIONAL PROCESS	Total Value — Avg. Value —	

ELEMENT	ASSESSMENT	COMMENT
STUDENT		
D. At this stage of career development, it is essential that all students be allowed and encouraged to explore themselves and areas of occupational interests. To be most effective both classroom and on-site exposures must be experienced.		
<u>Assessment Criteria</u>		
1. All students are participating in some planned phase of career exploration. (Allow one scale increase for each 33 1/3% participation.)		
Grade level 7	3 2 1 0	
Grade level 8	3 2 1 0	
Grade level 9	3 2 1 0	
Grade level 10	3 2 1 0	
2. Instructional programs afford each student the opportunity to understand himself in relationship to work in today's world.	3 2 1 0	
3. Students experience work observation/exploration activities in the job setting.	3 2 1 0	
4. Students explore occupations at all levels of the career ladder.	3 2 1 0	
5. Students explore careers in small groups.	3 2 1 0	

ELEMENT	ASSESSMENT	COMMENT
6. Students explore careers individually.	3 2 1 0	
Comprehensive Assessment of STUDENT PARTICIPATION	Total Value — Avg. Value —	

CURRICULUM - PREPARATION

Guide Sheet

The career preparation curriculum section has been designed to assess elements of a model program for all clusters. Assessment team members therefore should avoid assessing the preparation curriculum with one cluster in mind. To do so will assign an inappropriate ranking to the specific criterion or section.

Part IV
CURRICULUM - PREPARATION

The curriculum must be sufficiently broad to provide a wide variety of experiences for all students within their levels of interest.

ELEMENT	ASSESSMENT	COMMENT
CAREER GUIDANCE A. The career guidance program should assist each student to satisfactorily complete career development tasks. The purpose of these developmental tasks is to help the student to mature as regards his self-understanding, self-responsibility, decision-making ability, development of values, and attainment of the attitudes and skills required for productive citizenship in our society.		
<u>Assessment Criteria</u>		
1. The district has a written career guidance program which has been adopted by the Board.	3 2 1 0	
2. Leadership for the career guidance program is provided at the district level.	3 2 1 0	
3. An advisory committee made up of school and community personnel exists for the planning and evaluation of the career guidance program.	3 2 1 0	
4. Each school has a written career guidance program in keeping with the district plan.	3 2 1 0	
5. Each school has implemented its career guidance program.	3 2 1 0	

ELEMENT	ASSESSMENT	COMMENTS
6. Classroom teachers provide career guidance services to students as a part of their instructional program.	3 2 1 0	
7. Where counselors are utilized, they are given time to assist classroom teachers in providing career guidance services.	3 2 1 0	
8. A career guidance system is designed to provide career guidance services to all students.	3 2 1 0	
9. An effective recording system is used to progress and monitor each student individually.	3 2 1 0	
10. Regular follow-up is made of all students who have been enrolled in the career clusters programs.	3 2 1 0	
11. Regular follow-up is made of all students terminating prior to completion.	3 2 1 0	
12. Regular follow-up is made of all cluster students to learn if their training met the needs of the job for which they were employed.	3 2 1 0	
Comprehensive Assessment of CAREER GUIDANCE	Total Value — Avg. Value —	

ELEMENT	ASSESSMENT	COMMENT
DESIGN B. All instructional programs have a direct relationship to career education. The curriculum design should have procedures outlined to allow students to participate in school and community learning activities. <u>Assessment Criteria</u> 1. The procedures for granting credit upon completion of a course are clearly outlined in the course plan. 2. District requirements for reporting attendance are clearly delineated for each instructional program. 3. An approved program for graduation credit is on file with the State Department of Education. 4. Each cluster program has a written course of study with measurable student competencies. 5. Procedures are clearly outlined for recording, the career development credit, competencies, and attendance required for graduation. 6. Cluster programs meet the following state requirements for reimbursement criteria: Certified instructor Appropriate facilities Appropriate curriculum Youth organizations Work experience.	3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0 3 2 1 0	

ELEMENT	ASSESSMENT	COMMENT
7. The career education instructional program is based upon key occupations and task analyses.	3 2 1 0	
8. Instruction in each cluster is based upon common elements identified in that occupational area.	3 2 1 0	
9. At least 50 percent of the 11th and 12th grade students are enrolled in cluster programs.	3 2 1 0	
10. Minimum competencies have been identified for all career education programs.	3 2 1 0	
11. Other than cluster programs, each instructional area has a written course of study with measurable expected student competencies which reflect career development.	3 2 1 0	
12. A district policy with written guidelines is being implemented by all personnel involved with work experience.	3 2 1 0	
13. The long-range plan provides for a work experience program.	3 2 1 0	
14. Adequate time is allowed for joint planning for all work experience coordinators.	3 2 1 0	
15. Adequate time is provided for coordination and supervision of students while on work experience.	3 2 1 0	
16. Training plans have been developed for each training station.	3 2 1 0	

ELEMENT	ASSESSMENT	COMMENT
17. A procedure exists to provide recognition to the training station sponsors who have cooperated in the career cluster program.	3 2 1 0	
18. Appropriate student organizations are an integral part of career education programs.	3 2 1 0	
19. Teacher-advisors for student organizations are available and are allowed adequate time and finances.	3 2 1 0	
20. Teacher-advisors for classroom related projects are available and are allowed adequate time and finances.	3 2 1 0	
21. Remedial and advanced instruction is available as needed.	3 2 1 0	
22. Provision has been made for individual and group instruction.	3 2 1 0	
23. Specific areas within the curriculum have been identified that can be taught successfully using an interdisciplinary approach.	3 2 1 0	
24. The district has a planned procedure for progression of students from the middle or junior high school to the high school.	3 2 1 0	

ELEMENT	ASSESSMENT	COMMENT
25. The district has a planned procedure for progression of students from the high school to post-secondary educational institutes.	3 2 1 0	
Comprehensive Assessment of DESIGN	Total Value — Avg. Value —	

ELEMENT	ASSESSMENT	COMMENT
INSTRUCTIONAL PROCESS		
C. The curriculum should incorporate appropriate knowledges and skills to reflect the activities of an individual's total life functions and allow each student to develop career interests and abilities. It should also reflect the activities of business and industry to allow each student to develop employable skills.		
<u>Assessment Criteria</u>		
1. Community resources are being utilized in the instructional program.	3 2 1 0	
2. Occupational instruction is integrated with supportive courses to provide a blending of learning experiences.	3 2 1 0	
3. The school administration and teaching staff implement the interdisciplinary approach within the school.	3 2 1 0	
4. Instruction is adapted to varying levels of student abilities.	3 2 1 0	
5. Learning experiences are provided that represent a cross-section of the world of work.	3 2 1 0	
6. Classroom activities allow for appropriate student participation.	3 2 1 0	
7. There are a variety of learning experiences for any given concept.	3 2 1 0	

ELEMENT	ASSESSMENT	COMMENT
8. One or more of the following work experience programs is functioning: cooperative, general, or exploratory.	3 2 1 0	
9. Each work experience program has a functioning lay advisory committee.	3 2 1 0	
10. The degree to which students achieve curriculum objectives is measured.	3 2 1 0	
11. Combinations of classroom, laboratory and on-site learning experiences are utilized to assist students to reach their vocational objectives.	3 2 1 0	
Comprehensive Assessment of INSTRUCTIONAL PROCESS	Total Value — Avg. Value —	

ELEMENT	ASSESSMENT	COMMENT
STUDENT		
D. At this stage of career development, it is essential that <u>all</u> students receive preparation for employment, or an opportunity for continued education in their chosen areas of interest. To be most effective, both classroom and on-site experiences must be gained.		
<u>Assessment Criteria</u>		
1. Competency levels for each student have been identified and are being integrated in the instructional program.	3 2 1 0	
2. Provision is made for students to move from one level of competency to another at their own rate.	3 2 1 0	
3. Instructional programs allow each student to understand himself in relation to the concept of work.	3 2 1 0	
4. Instructional programs allow the student to be exposed to work common to the community.	3 2 1 0	
5. Instructional programs allow the student to be exposed to broad families of occupations.	3 2 1 0	
6. Students are allowed to observe workers and the work processes.	3 2 1 0	
7. Students are allowed to experience the work environment.	3 2 1 0	

ELEMENT	ASSESSMENT	COMMENT
8. Training stations are utilized in relationship to students' tentative career choices.	3 2 1 0	
Comprehensive Assessment of STUDENT PARTICIPATION	Total Value — Avg. Value —	

PART I ADMINISTRATION						PART II PERSONNEL				PART III SCHOOL AND COMMUNITY RELATIONS				PART IV CURRICULUM				
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	
STRUCTURE & PROCESS	PLANNING	FINANCING	FACILITIES & EQUIPMENT	EVALUATION	QUALIFICATIONS	DEVELOPMENT	ADVISORY COMMITTEES	RESOURCES	COMMUNICATIONS	CAREER GUIDANCE	DESIGN	PROCESS	STUDENT					No additional support
																		Some additional support
																		Large additional support needed
																		Need is for additional support